

**Name:**

## **Final Exam Review – Part 1**

### **9-11: An Oral History**

#### **PURPOSE**

Often, history is the study of the “elites” in society. But history is not made simply by those in power, but by people everywhere, everyday. Oral history is a branch of historical study that attempts to catalog the memory of the people who lived through historical events. For this assignment, you will use interviews and texts to support an answer to the question “What can we learn about ourselves from studying the memory of 9/11?” This essay will be assessed on the final exam.

#### **REQUIREMENTS**

- Write a compelling essay about 9-11 following a thesis statement with supporting examples. The essay should answer this question:
  - *What can we learn about ourselves from studying the memory of 9-11?*
- Your essay should focus on either the NATIONAL memory of 9/11 or the PERSONAL memory of 9/11



In order to do that well, you must also

- Compile a list of 15 interview questions (5 from each “stage” – more on that in a bit)
- Interview at least 4 people. One of them must be a veteran on the *9:57 Project* field trip.

#### **RESOURCES**

- Class readings, notes, and conversations on the May 22 trip.
- Flight 93: The Story, The Aftermath, And The Legacy Of American Courage On 9/11, Tom McMillan
- The 9-11 Commission Report (free online)
- National Geographic Remembering 9-11 ([nationalgeographic.com/remembering-9-11](http://nationalgeographic.com/remembering-9-11))
  - *General information, interviews, photos, articles*
- 9/11 Memorial and Museum
  - <http://www.911memorial.org/museum>

## **DUE DATES**

- Topic/Question chosen and 15 interview questions by Friday May 15 (Delta Thursday)
- 3 interviews and notes on those interviews due Wednesday, May 20 (Thursday Alpha)
- Final 9/11 essay due on the final exam, week of June 1

## **MAKING A LIST OF QUESTIONS (15 total):**

### **Stage 1 Introductory: 5 Questions**

To create your list of questions, you want to start with a list of appetizers that can get the conversation started. This will help to make you and the interviewee comfortable.

*Where were you living at the time?*

*How old were you in 2001?*

### **Stage 2 Intermediate: 5 Questions**

From there, you can start to list some deeper questions. These questions are designed to get the interviewee to begin to remember his/her experience at the time.

*Where were you when you heard the news of 9-11?*

### **Stage 3 Deep: 5 Questions**

At this point, you should be having a running conversation with your interviewee. Once you feel that he/she is comfortable, ask some of the deeper, heavier questions. This is where you want to look deeply into your chosen topic/question

*What are some of the things we as a country do or should do for the memory of 9/11?*

Name \_\_\_\_\_

Rubric for exam essay – this will be available on the exam.

CATEGORY	4	3	2	1
<b>Structure</b>	The report has a clearly stated thesis, and uses at least 3 supporting paragraphs to support it. The paper has a conclusion which re-states the thesis and provides significance	The report has a clearly stated thesis, and uses at 2-3 supporting paragraphs to support it. The paper departs from the 5-paragraph structure at points.	The report does not have a clear thesis and/or conclusion, and some paragraphs are missing.	The structure of the paper does not follow a logical format, and either does not have a thesis statement or a conclusion.
<b>Give the Historical context</b>	The interview and reflections are put into accurate and appropriate historical context. Events from the time period are interwoven clearly and concisely into the reflection.	The interview and reflections are put into historical context. Events from the time period are interwoven into the reflection.	Historical context is missing at most points in this article. An attempt is made to include some historical events, but clarity is lacking.	Historical context is completely absent from this article. No attempt is made to include historical events.
<b>Follow the thesis</b>	The essay follows the thesis throughout the paper, making compelling references to the thesis and providing specific examples that enhance the argument	The essay mostly follows the thesis throughout the paper, making references to the thesis and providing specific examples that enhance the argument	The essay mostly follows the thesis throughout the paper, making a few references to the thesis and provides little examples to enhance the argument. Some paragraphs do not follow the thesis.	The essay doesn't follow the thesis throughout the paper, and makes no one or fewer references to the thesis. The paragraphs detract from the argument.
<b>Quotations</b>	The essay includes quotations from interviews, including at least 1 from the field trip. The quotation enhances the thesis and is directly quoted or paraphrased	The essay includes quotations from interviews, including at least 1 from the field trip. The quotation is related to the thesis and is directly quoted or paraphrased	The essay includes quotations from interviews, including at least 1 from the field trip. The quotation may or may not be related to the thesis.	The essay doesn't make an attempt to use quotations or they are unrelated to the thesis
<b>Memory</b>	The essay fully explores the concept of "memory" and uses multiple examples of either personal and/or national memory to construct a compelling response to the question.	The essay explores the concept of "memory" and uses examples of either personal and/or national memory to construct a compelling response to the question.	Parts of the essay explore the concept of "memory" and it uses a small number of examples of either personal and/or national memory to construct a response to the question.	The essay does not take a look at memory and makes no attempt to use the essay question to write about the topic.
	<b>FINAL SCORE: _____ / 20 (x2) = _____ %</b>			

Comments:

## **Sample Outline for September 11<sup>th</sup> Final Exam Essay**

Here's a sample outline for your 9-11 paper. Make sure to consult the rubric when you are writing, as that is how your grade is determined. You may bring an outline and 2 quotations from the field trip with you to the exam. This template will not be on your exam.

- I.) Introduction – Explain the question you are going to answer in the paper. This paragraph includes a thesis statement that is an answer to the question.
  - a. Give a “hook” which could be a question or small story which helps make your paper more compelling.
  - b. You may also want include names of interviewees, location of interviews, and other basic information.
  - c. State your thesis:
- II.) Paragraph 2: Supporting example 1
- III.) Paragraph 3: Supporting example 2
- IV.) Paragraph 4: Supporting example 3
- V.) Conclusion
  - a. Restate the thesis statement and summarize most important parts of your essay
  - b. Explain the significance of the information you gathered:
    - i. How does this apply to the US today?
    - ii. Why does this subject/event matter to historians and residents of DC and America today?